DOCUMENT RESUME

ED 333 040 TM 016 568

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TITLE Validity Study of the U.T. Austin Test for Credit in Chinese: Spring and Fall 1985 and Spring 1986. RB-86-5.
INSTITUTION Texas Univ., Austin. Measurement and Evaluation Center.
PUB DATE Sep 90
NOTE 76p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Advanced Placement; *Chinese; *College Students; Comparative Testing; *Equivalency Tests; Higher Education; Introductory Courses; *Language Tests; Prior Learning; *Student Placement; Test Construction; *Test Validity
IDENTIFIERS Placement Tests; *University of Texas Austin

ABSTRACT

A test to be used for placement of students at the University of Texas (UT), Austin, in lower-level courses in Chinese and to award credit-by-examination in some courses was developed, and its validity was tested. Faculty members from the Department of Oriental and African Studies and the Measurement and Evaluation Center of the UT constructed a test with a 20-item listening section (modern standard Mandarin) and a 50-item reading section. The developed test was administered three times in validity studies as follows: (1) in spring 1985 to 56 students, 17 of whom were Chinese speakers; (2) in fall 1985 to 87 students, 18 of whom spoke Chinese; and (3) in spring 1986 to 68 students, 16 of whom spoke Chinese. Test scores were compared with course grades. Results indicate that faculty members' concerns about placement of students in lower-level courses were appropriate. Speakers of Chinese achieved higher scores on the placement test and received higher grades in each course than did non-Chinese speakers. For decision scores to determine student placement in the future, faculty members derived a set of scores for each of the four lower level courses. Twenty-two tables and one bar graph contain data from the studies. Five appendices present additional information, including 21 tables of descriptive statistics and the handout for students describing the credit-by-examination program. (SLD)

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VALIDITY STUDY OF THE U.T. AUSTIN TEST FOR CREDIT IN CHINESE: SPRING AND FALL 1985 AND SPRING 1986

Anne B. Appenzellar and H. Paul Kelley

RB-86-5 September 1990

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VALIDITY STUDY OF THE U.T. AUSTIN TEST FOR CREDIT IN CHINESE: SPRING AND FALL 1985 AND SPRING 1986

Anne B. Appenzellar and H. Paul Kelley

At the request of two instructors of Chinese in the Department of Oriental and African Languages and Literatures at The University of Texas at Austin, the Measurement and Evaluation Center (MEC) conducted during 1985 and 1986 a three-semester study of the new U.T. Austin Test for Credit in Chinese. The test is used in placement of students in lower-division Chinese courses and in granting credit by examination to individuals who already know the language.

On August 25, 1980, the department began awarding credit by examination to students who performed satisfactorily on locally prepared tests in three upper-division courses: Chinese 320K (Readings in Modern Chinese I), Chinese 320L (Readings in Modern Chinese II), and Chinese 322L (Introduction to Classical Chinese). The three tests required students to translate into English one or more passages from, respectively, current Chinese newspapers, contemporary Chinese fiction, and the works of pre-Ch'in philosophers, written in classical Chinese.

While many students fluent in the language attempted to earn credit for or to place out of these three courses, many other speakers of Chinese chose to enroll in lower-division courses for which they were over-qualified--and for which there was no placement test. As a result, faculty members experienced instructional problems with classes composed both of those who were just beginning their study of Chinese and of those who were native speakers from Taiwan or the People's Republic of China, or from American families who retained Chinese as a language in the home.

During the 1984 fall semester, the department attempted to alleviate this pedagogical problem by asking the Measurement and Evaluation Center to administer The Chinese Proficiency Test, available through the Center for Applied Linguistics in Washington, D.C., to students enrolling in lower-division courses. This approach was abandoned, however, when the department learned that the Center for Applied Linguistics was unable to release the test's scoring key to the MEC.

In subsequent conversations, two faculty members and MEC staff members agreed that the former would construct a test appropriate for placement in four lower-division courses, with technical assistance in test construction from the MEC, and that the latter would conduct for the department a validity study of the new test at the end of the 1985 spring and fall semesters. At

the same time, it was agreed that group administrations of the tests for the three upper-division courses would be discontinued.

Method

Subjects

During the final examination period of the 1985 spring semester, MEC staff members administered the U.T. Austin Test for Credit in Chinese to 56 students in the two lower-division courses offered that semester. Of the 56 students, 44 were enrolled in Chinese 507 (First-Year Chinese II) and 12 were studying Chinese 412L (Second-Year Chinese II). Faculty members classified 15 students in Chinese 507 as speakers of Chinese and 29 as non-speakers of the language. Of the 12 students in Chinese 412L, only two were considered fluent in Chinese, while 10 were designated as non-speakers of Chinese.

In the fall semester of 1985, MEC staff members collected all necessary data from 87 students taking the two lower-division courses offered during the fall. Of the 87 students, 66 were enrolled in Chinese 506 (First-Year Chinese I) and 21 were enrolled in Chinese 412K (Second-Year Chinese I). Faculty members classified 13 in Chinese 506 as speakers of Chinese and 53 as non-speakers of the language. Of the 21 students in Chinese 412K, five students were identified as fluent in Chinese, while 16 were considered non-speakers of the language.

During the spring semester of 1986, Chinese 507 and Chinese 412L were retested because of changes made in the content of the placement test during the summer of 1985 (see Materials below). Data were gathered from 51 students in Chinese 507 and from 17 students in Chinese 412L. Twelve Chinese 507 students were classified as Chinese speakers and 39 as non-speakers. Of the 17 students in Chinese 412L, four were designated as Chinese speakers and 13 as non-speakers of the language.

For decision-making purposes, the two departmental faculty members and the MEC staff members agreed to use only the 155 sets of data gathered from the students who were tested during the 1985 fall and 1986 spring semesters. Results of the spring 1985 administrations will be found in Appendix C.

Materials

In consultation with MEC staff members, the two Chinese faculty members designed the U.T. Austin Test for Credit in Chinese to measure student ability and knowledge in two of the four skills emphasized in lower-division courses: oral (listening) comprehension and reading comprehension,

including vocabulary and grammar; the test does not evaluate the student's ability to speak or to write the language.

Based upon the contents of the textbook series used in lower-division courses (Elementary Chinese Readers, vols. 1-4, Beijing Foreign Language Press, 1980), the test includes 70 multiple-choice items. One hour of testing time is allowed, with 20 minutes for the 20-item listening section and 40 minutes for the 50-item reading section. The test yields three raw scores (i.e., number correct, without correction for guessing): a Listening Raw Score (0 - 20 scale), a Reading Raw Score (0 - 50 scale), and a Total Raw Score (0 - 70 scale), which is the sum of the two subscores.

Table 1 records the numbers of listening and reading items that were allocated for each of the four course levels.

Table 1

Organization of Items for the U.T. Austin
Test for Credit in Chinese

Level	Course	Listening Items	Reading Items	Total Items
I	Chinese 506	5	14	19
II	Chinese 507	5	10	15
III	Chinese 412K	3	10	13
IV	Chinese 412L	7	16	23
Total		20	50	70

The listening section of the test is recorded on tape by the instructors in modern standard Chinese (Mandarin). Each of the 20 questions is spoken twice; the student selects the most appropriate of the four alternative responses provided in the test booklet. The 50 items of the reading section are grouped into three parts, which are not timed separately: Part 1 (9 items) and Part 2 (23 items) require sentence completion, while Part 3 (18 items) asks the student to select the most appropriate answer in Chinese to each of six questions posed in Chinese, to choose a Chinese sentence closest in meaning to a given Chinese question, and to identify a Chinese sentence that best translates a given English sentence.

During April of 1985, an 18-item first draft of the test was given experimentally as a quiz to 67 students in Chinese 507 and Chinese 412L. After an item analysis performed by the MEC with 46 Chinese 507 test scores, the test was revised and expanded. Designated as Form A-1, it was retired following its use in May of 1985 because a second item analysis performed in July of 1985 revealed two ineffective questions, one on each section of the test. Two new questions replaced the two weak items; this revised form was designated thereafter as Form A. (Development of an alternate form, to be known as Form B, will be desirable for continuing use of the new test.)

Procedure

Following administration of the new test during final examinations at the end of each of the three semesters, MEC and the instructors met in Report Sessions, during which time MEC staff members reported to the faculty members the results of the testing project and the instructors submitted sectional grade rosters on which they had recorded a Preliminary Course Grade (defined below) for each student.

Included in the test results reported to the instructors were alphabetical section rosters with Listening, Reading, and Total Raw Scores and the percentage equivalents of the numerical raw scores for each student; similar rosters but with the students' names arranged according to the descending order of their Total Raw Scores; frequency distributions of the three raw scores, with mean (average) scores and standard deviations (measures of the variability among the scores) for each of the three raw scores; and a breakdown of the number of items answered correctly by each student, according to the classification of items shown in Table 1. MEC staff members also demonstrated how each Total Raw Score could be converted into a percentage of each student's final examination grade; 5% was used by most of the instructors.

The Preliminary Course Grade rosters submitted by the instructors reported an evaluation of each student's performance on all parts of the required course work except the U.T. Austin test portion of the final examination grade. In most instances, the faculty members supplied these Preliminary Course Grades on two different scales: a numerical percentage-grade scale of 0 - 100 and a 15-interval letter-grade scale of E- through A+. MEC's data processing division converted the 15 traditional letter grade intervals to a 0 - 14 scale. The letter grades were also converted to the more traditional 0 - 4 grade point scale in which E = 0, D = 1, C = 2, B = 3, and A = 4.

Subsequent to the Report Sessions at the end of each of the three semesters, MEC staff members performed analyses to determine the relationship of student performance on the test, as measured by the Total Raw Score, to student performance in the course, as measured by the Preliminary Course Grade. These analyses produced crosstabulations of test scores and preliminary grades on the 0 - 14 scale, by course, with mean scores and standard deviations for

students with each letter grade and for all students combined. The frequency distributions of test scores were then collapsed from 15 letter-grade groups into two groups denoting unsatisfactory performance in the course (Preliminary Course Grades of F- through D+) and satisfactory course performance (Preliminary Course Grades of C- through A+).

Using the descriptive statistics obtained for each course, MEC also calculated the coefficient of correlation between Total Raw Scores on the placement test and Preliminary Course Grades. Regression equations were derived from the data in order to determine (a) a test score (Expected Score) for each possible Preliminary Course Grade on each of the three scales (0 - 4, 0 - 14, and 0 - 100) and (b) a final grade (Expected Grade) in the course for each possible Total Raw Score on the raw score scale of 0 - 70.

In addition, the MEC determined the accuracy/inaccuracy of placement decisions that would have occurred at each score interval had students who participated in the study actually been placed in courses according to the scores they made on the test. Accurate placement was labeled as Correct placement; inaccurate placement was classified in terms of two placement errors -- placement too high (Too High) and placement too low (Too Low).

Basing their choices on the results of all of the above analyses, MEC staff members then selected for each course a series of recommended decision ("cutting") scores to present to the department. In their selection, they made use of a series of six guidelines often recommended for use by various authorities. Each guideline refers to a specific value obtained in the several analyses of the data collected in the study.

Results of the above analyses are presented in the next section of this report in a series of tables. Descriptive statistics are reported in Tables 2.1 - 2.3. Then follows a four-table set of results, one set for each course:

> Crosstabulations of test scores and letter grades, descriptive statistics, regression equations, and the Expected Scores and Expected Grades that they yield (the first and second tables in each set).
>
> The accuracy/inaccuracy of placement decisions for a selection of 24 possible decision scores (third table in each set).
>
> Recommendations of test scores for possible use in making future placement decisions (fourth table).

Results

Tables 2.1 - 2.3 report descriptive statistics for 155 sets of test scores and preliminary course grades gathered from the four lower-division courses during the Fall 1985 and the Spring 1986

Table 2.1

Mean Raw Scores and Mean Preliminary Course Grades, Their Standard Deviations, and the Coefficients of Correlation on The U.T. Austin Test for Credit in Chinese
Chinese Validity Study, Fall 1985 and Spring 1986
Total Groups
(N = 155)

Level of Instruction	Course	N	Listening Raw Score (0 - 20)		Reading Raw Score (0 - 50)		Total Raw Score (0 - 70)		Preliminary Course Grade F- through A+ (0 - 14)		Coefficient of Correlation (Total Raw Score and Preliminary Course Grade)		
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	0 - 4 Grade Scale	0 - 14 Grade Scale	0 - 100 Grade Scale
IV	412L	17	13.65	3.50	32.47	8.75	46.12	11.37	10.82	2.20	.27	.33	.32
III	412K	21	12.67	3.69	28.67	9.25	41.33	11.60	10.81	2.11	.53	.58	.60
II	507	51	13.63	3.74	31.20	6.91	44.82	9.78	11.51	1.91	.37	.47	.48
I	506	66	11.14	4.06	24.05	7.70	35.18	11.01	10.79	2.82	.52	.56	.57

Table 2.2

Mean Raw Scores and Mean Preliminary Course Grades, Their Standard Deviations, and the Coefficients of Correlation on The U.T. Austin Test for Credit in Chinese
Chinese Validity Study, Fall 1985 and Spring 1986
Non-Chinese Speakers
(N = 121)

Level of Instruction	Course	N	Listening Raw Score (0 - 20)		Reading Raw Score (0 - 50)		Total Raw Score (0 - 70)		Preliminary Course Grade F- through A+ (0 - 14)		Coefficient of Correlation (Total Raw Score and Preliminary Course Grade)		
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	0 - 4 Grade Scale	0 - 14 Grade Scale	0 - 100 Grade Scale
IV	412L	13	12.54	3.13	28.38	5.21	40.92	7.01	10.46	2.37	.09	.21	.20
III	412K	16	11.38	3.08	27.50	8.78	38.88	10.95	10.69	2.17	.45	.51	.51
II	507	39	12.49	3.22	28.54	3.85	41.03	5.77	11.23	1.94	.58	.62	.63
I	506	53	9.81	3.13	21.53	4.64	31.34	6.82	10.32	2.92	.55	.55	.54

Mean Raw Scores and Mean Preliminary Course Grades, Their Standard Deviations, and the Coefficients of Correlation on The U.T. Austin Test for Credit in Chinese
Chinese Validity Study, Fall 1985 and Spring 1986
Chinese Speakers
(N = 34)

Level of Instruction	Course	N	Listening Raw Score (0 - 20)		Reading Raw Score (0 - 50)		Total Raw Score (0 - 70)		Preliminary Course Grade F- through A+ (0 - 14)		Coefficient of Correlation (Total Raw Score and Preliminary Course Grade)		
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	0 - 4 Grade Scale	0 - 14 Grade Scale	0 - 100 Grade Scale
IV	412L	4	17.25	1.79	45.75	2.49	63.00	4.06	12.00	0.71	-.28	-.70	-.73
III	412K	5	16.80	2.14	32.40	9.75	49.20	9.99	11.20	1.83	.83	.92	.94
II	507	12	17.33	2.81	39.83	7.57	57.17	9.97	12.42	1.50	-.12	.00	-.02
I	506	13	16.54	2.68	34.31	9.07	50.85	10.97	12.69	0.99	.44	.63	.62

Table 3.1
End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 506: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Chinese Validity Study of 1985-1986
(N = 66)

		Preliminary Course Grades (0-14): Chinese 506														
Total Raw Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
55-70	13.65-14.00														4	3	7
54	13.50																
53	13.36																
52	13.21																
51	13.07																
50	12.92																
49	12.78													1		1	2
48	12.64																
47	12.49																
46	12.35																
45	12.20											1					1
44	12.06																
43	11.92												1				1
42	11.77													2			2
41	11.63													1	1		2
40	11.48													1			1
39	11.34																
38	11.19																
37	11.05														2		2
36	10.91												1	1	1		3
35	10.76													2			2
34	10.62													2	3		5
33	10.47													1	1	1	3
32	10.33							1					2	3	1		7
31	10.19										1	1	2				4
30	10.04														1		1
29	9.90				1			1				2			2		6
28	9.75							1	1					1		1	4
27	9.61								1		1						2
26	9.46				1						1						2
25	9.32										1		1				2
24	9.18								3								3
23	9.03										1						1
22	8.89						1					1					2
21	8.74																
20	8.60																
19	8.45					1											1
0-18	5.71-8.31																
Total		0	0	0	2	1	1	3	5	0	5	5	7	15	16	6	66
%		0%	0%	0%	3%	2%	2%	5%	8%	0%	8%	8%	11%	23%	24%	9%	100%
Mean Score		–	–	–	28	19	22	30	25	–	26	31	33	36	40	50	35.18
Standard Deviation		–	–	–	2	0	0	2	2	–	3	8	5	5	12	15	11.01
Expected Score		11	14	16	18	20	22	25	27	29	31	33	36	38	40	42	

Expected Grade = (Test Score x 0.1442) + 5.7148	Expected Score = (Preliminary Grade x 2.2055) + 11.3891	Mean Grade 10.79	Standard Deviation 2.82	Coefficient of Correlation $r = .56$

Table 3.2

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 506:
Combined Frequency Distributions and Descriptive Statistics
Chinese Validity Study of 1985-1986
(N = 66)

	Preliminary Course Grades: Chinese 506		
Total Raw Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
55-70		7	7
54			
53			
52			
51			
50			
49		2	2
48			
47			
46			
45		1	1
44			
43		1	1
42		2	2
41		2	2
40		1	1
39			
38			
37		2	2
36		3	3
35		2	2
34		5	5
33		3	3
32		7	7
31		4	4
30		1	1
29	1	5	6
28		4	4
27		2	2
26	1	1	2
25		2	2
24		3	3
23		1	1
22	1	1	2
21			
20			
19	1		1
0-18			
Total	4	62	66
%	6%	94%	100%
Mean Score	24.00	35.90	35.18
Standard Deviation	3.81	10.93	11.01

Mean Grade	Standard Deviation
10.79	2.82

Coefficient of Correlation
r = .56

Table 3.3

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 506:
Possible Decision Scores and Corresponding Accuracies of Placement
Chinese Validity Study of 1985-1986
(N = 66)

Placement Category	Cumulative Number of Students			Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 4)		Satisfactory 6-14 (N = 62)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
41 - up	Too High 0	15	Correct	Too High 0%	24% Correct	Too High	0	0%
						Correct	19	29%
Below 41	Correct 4	47	Too Low	Correct 100%	76% Too Low	Too Low	47	71%
40 - up	Too High 0	16	Correct	Too High 0%	26% Correct	Too High	0	0%
						Correct	20	30%
Below 40	Correct 4	46	Too Low	Correct 100%	74% Too Low	Too Low	46	70%
39 - up	Too High 0	16	Correct	Too High 0%	26% Correct	Too High	0	0%
						Correct	20	30%
Below 39	Correct 4	46	Too Low	Correct 100%	74% Too Low	Too Low	46	70%
38 - up	Too High 0	16	Correct	Too High 0%	26% Correct	Too High	0	0%
						Correct	20	30%
Below 38	Correct 4	46	Too Low	Correct 100%	74% Too Low	Too Low	46	70%
37 - up	Too High 0	18	Correct	Too High 0%	29% Correct	Too High	0	0%
						Correct	22	33%
Below 37	Correct 4	44	Too Low	Correct 100%	71% Too Low	Too Low	44	67%
36 - up	Too High 0	21	Correct	Too High 0%	34% Correct	Too High	0	0%
						Correct	25	38%
Below 36	Correct 4	41	Too Low	Correct 100%	66% Too Low	Too Low	41	62%
35 - up	Too High 0	23	Correct	Too High 0%	37% Correct	Too High	0	0%
						Correct	27	41%
Below 35	Correct 4	39	Too Low	Correct 100%	63% Too Low	Too Low	39	59%
34 - up	Too High 0	28	Correct	Too High 0%	45% Correct	Too High	0	0%
						Correct	32	48%
Below 34	Correct 4	34	Too Low	Correct 100%	55% Too Low	Too Low	34	52%
33 - up	Too High 0	31	Correct	Too High 0%	50% Correct	Too High	0	0%
						Correct	35	53%
Below 33	Correct 4	31	Too Low	Correct 100%	50% Too Low	Too Low	31	47%
32 - up	Too High 0	38	Correct	Too High 0%	61% Correct	Too High	0	0%
						Correct	42	64%
Below 32	Correct 4	24	Too Low	Correct 100%	39% Too Low	Too Low	24	36%
31 - up	Too High 0	42	Correct	Too High 0%	68% Correct	Too High	0	0%
						Correct	46	70%
Below 31	Correct 4	20	Too Low	Correct 100%	32% Too Low	Too Low	20	30%
30 - up	Too High 0	43	Correct	Too High 0%	69% Correct	Too High	0	0%
						Correct	47	71%
Below 30	Correct 4	19	Too Low	Correct 100%	31% Too Low	Too Low	19	29%

(continued on next page)

Table 3.3 (continued)

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 506:
Possible Decision Scores and Corresponding Accuracies of Placement
Chinese Validity Study of 1985-1986
(N = 66)

Place-ment Category	Cumulative Number of Students		Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 4)	Satisfactory 6-14 (N = 62)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
29 - up	Too High 1	48 Correct	Too High 25%	77% Correct	Too High	1	2%
					Correct	51	77%
Below 29	Correct 3	14 Too Low	Correct 75%	23% Too Low	Too Low	14	21%
28 - up	Too High 1	52 Correct	Too High 25%	84% Correct	Too High	1	2%
					Correct	55	83%
Below 28	Correct 3	10 Too Low	Correct 75%	16% Too Low	Too Low	10	15%
27 - up	Too High 1	54 Correct	Too High 25%	87% Correct	Too High	1	2%
					Correct	57	86%
Below 27	Correct 3	8 Too Low	Correct 75%	13% Too Low	Too Low	8	12%
26 - up	Too High 2	55 Correct	Too High 50%	89% Correct	Too High	2	3%
					Correct	57	86%
Below 26	Correct 2	7 Too Low	Correct 50%	11% Too Low	Too Low	7	11%
25 - up	Too High 2	57 Correct	Too High 50%	92% Correct	Too High	2	3%
					Correct	59	89%
Below 25	Correct 2	5 Too Low	Correct 50%	8% Too Low	Too Low	5	8%
24- up	Too High 2	60 Correct	Too High 50%	97% Correct	Too High	2	3%
					Correct	62	94%
Below 24	Correct 2	2 Too Low	Correct 50%	3% Too Low	Too Low	2	3%
23 - up	Too High 2	61 Correct	Too High 50%	98% Correct	Too High	2	3%
					Correct	63	95%
Below 23	Correct 2	1 Too Low	Correct 50%	2% Too Low	Too Low	1	2%
22 - up	Too High 3	62 Correct	Too High 75%	100% Correct	Too High	3	5%
					Correct	63	95%
Below 22	Correct 1	0 Too Low	Correct 25%	0% Too Low	Too Low	0	0%
21 - up	Too High 3	62 Correct	Too High 75%	100% Correct	Too High	3	5%
					Correct	63	95%
Below 21	Correct 1	0 Too Low	Correct 25%	0% Too Low	Too Low	0	0%
20 - up	Too High 3	62 Correct	Too High 75%	100% Correct	Too High	3	5%
					Correct	63	95%
Below 20	Correct 1	0 Too Low	Correct 25%	0% Too Low	Too Low	0	0%
19 - up	Too High 4	62 Correct	Too High 100%	100% Correct	Too High	4	6%
					Correct	62	94%
Below 19	Correct 0	0 Too Low	Correct 0%	0% Too Low	Too Low	0	0%
2 - up	Too High 4	62 Correct	Too High 100%	100% Correct	Too High	4	6%
					Correct	62	94%
Below 2	Correct 0	0 Too Low	Correct 0%	0% Too Low	Too Low	0	0%

Table 3.4

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 506:
Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Chinese Validity Study of 1985-1986
(N = 66)

Guideline	Chinese 506: Total Raw Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 3.1).	25
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 3.1). [a]	2 [a]
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 3.3, continued.)	29
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 3.3, continued.)	24
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 3.2 for the number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	24
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 3.3, continued.)	20-23

[a] In this course, when the first regression equation below Table 3.1 is used to calculate the minimally satisfactory Expected Grade (6.00) for students with each possible Total Raw Score, students with a Total Raw Score of 2 (which is included in the 0-18 score range at the bottom of the column of Total Raw Scores) have an Expected Grade of 6.00 (C-).

Table 4.1
End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 507: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Chinese Validity Study of 1985-1986
(N = 51)

		Preliminary Course Grades (0-14): Chinese 507													
Total Raw Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
55-70	12.44-13.82									1					5	1	7
54	12.35																
53	12.26													1	1		2
52	12.17																
51	12.08														1		1
50	11.98												1		1		2
49	11.89														1		1
48	11.80														1		1
47	11.71														3		3
46	11.62														2	1	3
45	11.53													1			1
44	11.43													1	1		2
43	11.34													1	1		2
42	11.25											1		2			3
41	11.16													1			1
40	11.07									1		1	1	1			4
39	10.98											1	1	3			5
38	10.88												1		1		2
37	10.79									1		1					2
36	10.70								1	1					1		3
35	10.61							1					2				3
34	10.52													1			1
33	10.43									1							1
32	10.33																
31	10.24																
30	10.15																
29	10.06																
28	9.97																
27	9.87										1						1
26	9.78																
25	9.69																
24	9.60																
23	9.51																
22	9.42																
21	9.32																
20	9.23																
19	9.14																
0-18	7.40-9.05																
Total		0	0	0	0	0	0	1	1	5	1	4	6	12	19	2	51
%		0%	0%	0%	0%	0%	0%	2%	2%	10%	2%	8%	12%	24%	37%	4%	100%
Mean Score		–	–	–	–	–	–	35	36	42	27	40	40	42	51	57	44.82
Standard Deviation		–	–	–	–	–	–	0	0	12	0	2	5	4	9	11	9.78
Expected Score		17	20	22	24	27	29	32	34	36	39	41	44	46	48	51	

Expected Grade = (Test Score x 0.09173) + 7.3981	Expected Score = (Preliminary Grade x 2.3968) + 17.2370	Mean Grade 11.51	Standard Deviation 1.91	Coefficient of Correlation r = .47

Table 4.2

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 507:
Combined Frequency Distributions and Descriptive Statistics
Chinese Validity Study of 1985-1986
(N = 51)

	Preliminary Course Grades: Chinese 507		
Total Raw Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
55-70		7	7
54			
53		2	2
52			
51		1	1
50		2	2
49		1	1
48		1	1
47		3	3
46		3	3
45		1	1
44		2	2
43		2	2
42		3	3
41		1	1
40		4	4
39		5	5
38		2	2
37		2	2
36		3	3
35		3	3
34		1	1
33		1	1
32			
31			
30			
29			
28			
27		1	1
26			
25			
24			
23			
22			
21			
20			
19			
0-18			
Total	0	51	51
%	0%	100%	100%
Mean Score	–	44.82	44.82
Standard Deviation	–	9.78	9.78

Mean Grade	Standard Deviation
11.51	1.91

Coefficient of Correlation
r = .47

Table 4.3

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 507:
Possible Decision Scores and Corresponding Accuracies of Placement
Chinese Validity Study of 1985-1986
(N = 51)

Place-ment Category	Cumulative Number of Students				Percent of Students in Each Placement Category			Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 0)		Satisfactory 6-14 (N = 51)		Unsatisfactory		Satisfactory	Placement Accuracy	Number of Students	% of Students
50 - up	Too High	0	12	Correct	Too High	0%	24% Correct	Too High	0	0%
								Correct	12	24%
Below 50	Correct	0	39	Too Low	Correct	0%	76% Too Low	Too Low	39	76%
49 - up	Too High	0	13	Correct	Too High	0%	25% Correct	Too High	0	0%
								Correct	13	25%
Below 49	Correct	0	38	Too Low	Correct	0%	75% Too Low	Too Low	38	75%
48 - up	Too High	0	14	Correct	Too High	0%	27% Correct	Too High	0	0%
								Correct	14	27%
Below 48	Correct	0	37	Too Low	Correct	0%	73% Too Low	Too Low	37	73%
47 - up	Too High	0	17	Correct	Too High	0%	33% Correct	Too High	0	0%
								Correct	17	33%
Below 47	Correct	0	34	Too Low	Correct	0%	67% Too Low	Too Low	34	67%
46 - up	Too High	0	20	Correct	Too High	0%	39% Correct	Too High	0	0%
								Correct	20	39%
Below 46	Correct	0	31	Too Low	Correct	0%	61% Too Low	Too Low	31	61%
45 - up	Too High	0	21	Correct	Too High	0%	41% Correct	Too High	0	0%
								Correct	21	41%
Below 45	Correct	0	30	Too Low	Correct	0%	59% Too Low	Too Low	30	59%
44 - up	Too High	0	23	Correct	Too High	0%	45% Correct	Too High	0	0%
								Correct	23	45%
Below 44	Correct	0	28	Too Low	Correct	0%	55% Too Low	Too Low	28	55%
43 - up	Too High	0	25	Correct	Too High	0%	49% Correct	Too High	0	0%
								Correct	25	49%
Below 43	Correct	0	26	Too Low	Correct	0%	51% Too Low	Too Low	26	51%
42 - up	Too High	0	28	Correct	Too High	0%	55% Correct	Too High	0	0%
								Correct	28	55%
Below 42	Correct	0	23	Too Low	Correct	0%	45% Too Low	Too Low	23	45%
41 - up	Too High	0	29	Correct	Too High	0%	57% Correct	Too High	0	0%
								Correct	29	57%
Below 41	Correct	0	22	Too Low	Correct	0%	43% Too Low	Too Low	22	43%
40 - up	Too High	0	33	Correct	Too High	0%	65% Correct	Too High	0	0%
								Correct	33	65%
Below 40	Correct	0	18	Too Low	Correct	0%	35% Too Low	Too Low	18	35%
39 - up	Too High	0	38	Correct	Too High	0%	75% Correct	Too High	0	0%
								Correct	38	75%
Below 39	Correct	0	13	Too Low	Correct	0%	25% Too Low	Too Low	13	25%

(continued on next page)

Table 4.3 (continued)

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 507:
Possible Decision Scores and Corresponding Accuracies of Placement
Chinese Validity Study of 1985-1986
(N = 51)

Placement Category	Cumulative Number of Students			Percent of Students in Each Placement Category			Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 0)		Satisfactory 6-14 (N = 51)	Unsatisfactory		Satisfactory	Placement Accuracy	Number of Students	% of Students
38 - up	Too High	0	40 Correct	Too High	0%	78% Correct	Too High	0	0%
							Correct	40	78%
Below 38	Correct	0	11 Too Low	Correct	0%	22% Too Low	Too Low	11	22%
37 - up	Too High	0	42 Correct	Too High	0%	82% Correct	Too High	0	0%
							Correct	42	82%
Below 37	Correct	0	9 Too Low	Correct	0%	18% Too Low	Too Low	9	18%
36 - up	Too High	0	45 Correct	Too High	0%	88% Correct	Too High	0	0%
							Correct	45	88%
Below 36	Correct	0	6 Too Low	Correct	0%	12% Too Low	Too Low	6	12%
35 - up	Too High	0	48 Correct	Too High	0%	94% Correct	Too High	0	0%
							Correct	48	94%
Below 35	Correct	0	3 Too Low	Correct	0%	6% Too Low	Too Low	3	6%
34 - up	Too High	0	49 Correct	Too High	0%	96% Correct	Too High	0	0%
							Correct	49	96%
Below 34	Correct	0	2 Too Low	Correct	0%	4% Too Low	Too Low	2	4%
33 - up	Too High	0	50 Correct	Too High	0%	98% Correct	Too High	0	0%
							Correct	50	98%
Below 33	Correct	0	1 Too Low	Correct	0%	2% Too Low	Too Low	1	2%
32 - up	Too High	0	50 Correct	Too High	0%	98% Correct	Too High	0	0%
							Correct	50	98%
Below 32	Correct	0	1 Too Low	Correct	0%	2% Too Low	Too Low	1	2%
31 - up	Too High	0	50 Correct	Too High	0%	98% Correct	Too High	0	0%
							Correct	50	98%
Below 31	Correct	0	1 Too Low	Correct	0%	2% Too Low	Too Low	1	2%
30 - up	Too High	0	50 Correct	Too High	0%	98% Correct	Too High	0	0%
							Correct	50	98%
Below 30	Correct	0	1 Too Low	Correct	0%	2% Too Low	Too Low	1	2%
29 - up	Too High	0	50 Correct	Too High	0%	98% Correct	Too High	0	0%
							Correct	50	98%
Below 29	Correct	0	1 Too Low	Correct	0%	2% Too Low	Too Low	1	2%
28 - up	Too High	0	50 Correct	Too High	0%	98% Correct	Too High	0	0%
							Correct	50	98%
Below 28	Correct	0	1 Too Low	Correct	0%	2% Too Low	Too Low	1	2%
27 - up	Too High	0	51 Correct	Too High	0%	100% Correct	Too High	0	0%
							Correct	51	100%
Below 27	Correct	0	0 Too Low	Correct	0%	0% Too Low	Too Low	0	0%

Table 4.4

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 507:
Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Chinese Validity Study of 1985-1986
(N = 51)

Guideline	Chinese 507: Total Raw Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 4.1).	32
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see the bottom row of the Expected Grade column in Table 4.1). [a]	– [a]
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 4.3, continued.) [b]	– [b]
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 4.3, continued.) [b]	– [b]
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 4.2 for the number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.) [b]	– [b]
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 4.3, continued.)	27

[a] In this course, Guideline 2 cannot adequately be applied because it would identify a score below the lowest possible score on the test.

[b] In this course, Guidelines 3-5 cannot adequately be applied because there were no students with Unsatisfactory scores.

Table 5.1
End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 412K: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Chinese Validity Study of 1985-1986
(N = 21)

		Preliminary Course Grades (0-14): Chinese 412K													
Total Raw Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
55-70	12.25-13.83														3	1	4
54	12.14																
53	12.04																
52	11.93																
51	11.83																
50	11.72																
49	11.62																
48	11.51																
47	11.41												1	1			2
46	11.30													1			1
45	11.20																
44	11.09																
43	10.99													1			1
42	10.88										1						1
41	10.78														1		1
40	10.67																
39	10.57																
38	10.46										1						1
37	10.35													1			1
36	10.25						1				1						2
35	10.14											1					1
34	10.04										1						1
33	9.93													1			1
32	9.83																
31	9.72																
30	9.62									1		2					3
29	9.51																
28	9.41																
27	9.30																
26	9.20																
25	9.09																
24	8.99																
23	8.88																
22	8.78																
21	8.67																
20	8.56																
19	8.46												1				1
0-18	6.46-8.35																
Total		0	0	0	0	0	1	0	0	1	4	3	2	5	4	1	21
%		0%	0%	0%	0%	0%	5%	0%	0%	5%	19%	14%	10%	24%	19%	5%	100%
Mean Score		–	–	–	–	–	36	–	–	30	38	32	33	41	57	57	41.33
Standard Deviation		–	–	–	–	–	0	–	–	0	3	2	14	5	10	0	11.60
Expected Score		7	10	13	16	20	23	26	29	32	36	39	42	45	48	52	

Expected Grade = (Test Score x 0.1053) + 6.4586	Expected Score = (Preliminary Grade x 3.1890) + 6.8621	Mean Grade 10.81	Standard Deviation 2.11	Coefficient of Correlation r = .58

Table 5.2

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 412K:
Combined Frequency Distributions and Descriptive Statistics
Chinese Validity Study of 1985-1986
(N = 21)

	Preliminary Course Grades: Chinese 412K		
Total Raw Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
55-70		4	4
54			
53			
52			
51			
50			
49			
48			
47		2	2
46		1	1
45			
44			
43		1	1
42		1	1
41		1	1
40			
39			
38		1	1
37		1	1
36	1	1	2
35		1	1
34		1	1
33		1	1
32			
31			
30		3	3
29			
28			
27			
26			
25			
24			
23			
22			
21			
20			
19		1	1
0-18			
Total	1	20	21
%	5%	95%	100%
Mean Score	36.00	41.60	41.33
Standard Deviation	0.00	11.82	11.60

Mean Grade	Standard Deviation
10.81	2.11

Coefficient of Correlation
r = .58

Table 5.3

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 412K:
Possible Decision Scores and Corresponding Accuracies of Placement
Chinese Validity Study of 1985-1986
(N = 21)

Place-ment Category	Cumulative Number of Students				Percent of Students in Each Placement Category			Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 1)		Satisfactory 6-14 (N = 20)		Unsatisfactory		Satisfactory	Placement Accuracy	Number of Students	% of Students
51 - up	Too High	0	4	Correct	Too High	0%	20% Correct	Too High	0	0%
								Correct	5	24%
Below 51	Correct	1	16	Too Low	Correct	100%	80% Too Low	Too Low	16	76%
50 - up	Too High	0	4	Correct	Too High	0%	20% Correct	Too High	0	0%
								Correct	5	24%
Below 50	Correct	1	16	Too Low	Correct	100%	80% Too Low	Too Low	16	76%
48 - up	Too High	0	4	Correct	Too High	0%	20% Correct	Too High	0	0%
								Correct	5	24%
Below 48	Correct	1	16	Too Low	Correct	100%	80% Too Low	Too Low	16	76%
47 - up	Too High	0	6	Correct	Too High	0%	30% Correct	Too High	0	0%
								Correct	7	33%
Below 47	Correct	1	14	Too Low	Correct	100%	70% Too Low	Too Low	14	67%
46 - up	Too High	0	7	Correct	Too High	0%	35% Correct	Too High	0	0%
								Correct	8	38%
Below 46	Correct	1	13	Too Low	Correct	100%	65% Too Low	Too Low	13	62%
43 - up	Too High	0	8	Correct	Too High	0%	40% Correct	Too High	0	0%
								Correct	9	43%
Below 43	Correct	1	12	Too Low	Correct	100%	60% Too Low	Too Low	12	57%
42 - up	Too High	0	9	Correct	Too High	0%	45% Correct	Too High	0	0%
								Correct	10	48%
Below 42	Correct	1	11	Too Low	Correct	100%	55% Too Low	Too Low	11	52%
41 - up	Too High	0	10	Correct	Too High	0%	50% Correct	Too High	0	0%
								Correct	11	52%
Below 41	Correct	1	10	Too Low	Correct	100%	50% Too Low	Too Low	10	48%
39 - up	Too High	0	10	Correct	Too High	0%	50% Correct	Too High	0	0%
								Correct	11	52%
Below 39	Correct	1	10	Too Low	Correct	100%	50% Too Low	Too Low	10	48%
38 - up	Too High	0	11	Correct	Too High	0%	55% Correct	Too High	0	0%
								Correct	12	57%
Below 38	Correct	1	9	Too Low	Correct	100%	45% Too Low	Too Low	9	43%
37 - up	Too High	0	12	Correct	Too High	0%	60% Correct	Too High	0	0%
								Correct	13	62%
Below 37	Correct	1	8	Too Low	Correct	100%	40% Too Low	Too Low	8	38%
36 - up	Too High	1	13	Correct	Too High	100%	65% Correct	Too High	1	5%
								Correct	13	62%
Below 36	Correct	0	7	Too Low	Correct	0%	35% Too Low	Too Low	7	33%

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Table 5.3 (continued)

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 412K:
Possible Decision Scores and Corresponding Accuracies of Placement
Chinese Validity Study of 1985-1986
(N = 21)

Placement Category	Cumulative Number of Students				Percent of Students in Each Placement Category			Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 1)		Satisfactory 6-14 (N = 20)		Unsatisfactory		Satisfactory	Placement Accuracy	Number of Students	% of Students
35 - up	Too High	1	14	Correct	Too High	100%	70% Correct	Too High	1	5%
								Correct	14	67%
Below 35	Correct	0	6	Too Low	Correct	0%	30% Too Low	Too Low	6	29%
34 - up	Too High	1	15	Correct	Too High	100%	75% Correct	Too High	1	5%
								Correct	15	71%
Below 34	Correct	0	5	Too Low	Correct	0%	25% Too Low	Too Low	5	24%
33 - up	Too High	1	16	Correct	Too High	100%	80% Correct	Too High	1	5%
								Correct	16	76%
Below 33	Correct	0	4	Too Low	Correct	0%	20% Too Low	Too Low	4	19%
32 - up	Too High	1	16	Correct	Too High	100%	80% Correct	Too High	1	5%
								Correct	16	76%
Below 32	Correct	0	4	Too Low	Correct	0%	20% Too Low	Too Low	4	19%
31 - up	Too High	1	16	Correct	Too High	100%	80% Correct	Too High	1	5%
								Correct	16	76%
Below 31	Correct	0	4	Too Low	Correct	0%	20% Too Low	Too Low	4	19%
30 - up	Too High	1	19	Correct	Too High	100%	95% Correct	Too High	1	5%
								Correct	19	90%
Below 30	Correct	0	1	Too Low	Correct	0%	5% Too Low	Too Low	1	5%
29 - up	Too High	1	19	Correct	Too High	100%	95% Correct	Too High	1	5%
								Correct	19	90%
Below 29	Correct	0	1	Too Low	Correct	0%	5% Too Low	Too Low	1	5%
28 - up	Too High	1	19	Correct	Too High	100%	95% Correct	Too High	1	5%
								Correct	19	90%
Below 28	Correct	0	1	Too Low	Correct	0%	5% Too Low	Too Low	1	5%
27 - up	Too High	1	19	Correct	Too High	100%	95% Correct	Too High	1	5%
								Correct	19	90%
Below 27	Correct	0	1	Too Low	Correct	0%	5% Too Low	Too Low	1	5%
26 - up	Too High	1	19	Correct	Too High	100%	95% Correct	Too High	1	5%
								Correct	19	90%
Below 26	Correct	0	1	Too Low	Correct	0%	5% Too Low	Too Low	1	5%
20 - up	Too High	1	19	Correct	Too High	100%	95% Correct	Too High	1	5%
								Correct	19	90%
Below 20	Correct	0	1	Too Low	Correct	0%	5% Too Low	Too Low	1	5%
19 - up	Too High	1	20	Correct	Too High	100%	100% Correct	Too High	1	5%
								Correct	20	95%
Below 19	Correct	0	0	Too Low	Correct	0%	0% Too Low	Too Low	0	0%

Table 5.4

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 412K:
Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Chinese Validity Study of 1985-1986
(N = 21)

Guideline	Chinese 412K: Total Raw Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 5.1).	26
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see Expected Grade column in Table 5.1). [a]	– [a]
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 5.3, continued.)	37
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 5.3, continued.)	30
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 5.2 for the number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.)	20
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 5.3, continued.)	19

[a] In this course, Guideline 2 cannot adequately be applied because it would identify a score below the lowest possible score on the test.

Table 6.1
End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 412L: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores
Chinese Validity Study of 1985-1986
(N = 17)

		Preliminary Course Grades (0-14): Chinese 412L														
Total Raw Scores	Expected Grades	0 F-	1 F	2 F+	3 D-	4 D	5 D+	6 C-	7 C	8 C+	9 B-	10 B	11 B+	12 A-	13 A	14 A+	Total N
55-70	11.40-12.36												1	2	1		4
54	11.33																
53	11.27																
52	11.20																
51	11.14																
50	11.07											1					
49	11.01										1				1		2
48	10.94																
47	10.88									1							1
46	10.82																
45	10.75																
44	10.69																
43	10.62												1				1
42	10.56													1	1		2
41	10.49								1								1
40	10.43																
39	10.37																
38	10.30														1		1
37	10.24										1						1
36	10.17														1		1
35	10.11																
34	10.04													1			1
33	9.98																
32	9.91																
31	9.85																
30	9.79																
29	9.72																
28	9.66																
27	9.59																
26	9.53																
25	9.46																
24	9.40							1									1
23	9.34																
22	9.27																
21	9.21																
20	9.14																
19	9.08																
0-18	7.85-9.01																
Total		0	0	0	0	0	0	1	1	1	2	1	2	4	5	0	17
%		0%	0%	0%	0%	0%	0%	6%	6%	6%	12%	6%	12%	24%	29%	0%	100%
Mean Score		–	–	–	–	–	–	24	41	47	43	50	54	52	44	–	46.12
Standard Deviation		–	–	–	–	–	–	0	0	0	6	0	11	14	8	–	11.37
Expected Score		28	29	31	33	34	36	38	40	41	43	45	46	48	50	52	

Expected Grade = (Test Score x 0.06438) + 7.8547	Expected Score = (Preliminary Grade x 1.7140) + 27.5663	Mean Grade 10.82	Standard Deviation 2.20	Coefficient of Correlation r = .33

Table 6.2

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 412L:
Combined Frequency Distributions and Descriptive Statistics
Chinese Validity Study of 1985-1986
(N = 17)

	Preliminary Course Grades: Chinese 412L		
Total Raw Scores	Unsatisfactory (0-5)	Satisfactory (6-14)	Total N
55-70		4	4
54			
53			
52			
51			
50		1	1
49		2	2
48			
47		1	1
46			
45			
44			
43		1	1
42		2	2
41		1	1
40			
39			
38		1	1
37		1	1
36		1	1
35			
34		1	1
33			
32			
31			
30			
29			
28			
27			
26			
25			
24		1	1
23			
22			
21			
20			
19			
0-18			
Total	0	17	17
%	0%	100%	100%
Mean Score	–	46.12	46.12
Standard Deviation	–	11.37	11.37

Mean Grade	Standard Deviation
10.82	2.20

Coefficient of Correlation
r = .33

Table 6.3

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 412L:
Possible Decision Scores and Corresponding Accuracies of Placement
Chinese Validity Study of 1985-1986
(N = 17)

Placement Category	Cumulative Number of Students				Percent of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 0)		Satisfactory 6-14 (N = 17)		Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
52 - up	Too High	0	4	Correct	Too High 0%	24% Correct	Too High	0	0%
							Correct	4	24%
Below 52	Correct	0	13	Too Low	Correct 0%	76% Too Low	Too Low	13	76%
51 - up	Too High	0	4	Correct	Too High 0%	24% Correct	Too High	0	0%
							Correct	4	24%
Below 51	Correct	0	13	Too Low	Correct 0%	76% Too Low	Too Low	13	76%
50 - up	Too High	0	5	Correct	Too High 0%	29% Correct	Too High	0	0%
							Correct	5	29%
Below 50	Correct	0	12	Too Low	Correct 0%	71% Too Low	Too Low	12	71%
49 - up	Too High	0	7	Correct	Too High 0%	41% Correct	Too High	0	0%
							Correct	7	41%
Below 49	Correct	0	10	Too Low	Correct 0%	59% Too Low	Too Low	10	59%
48 - up	Too High	0	7	Correct	Too High 0%	41% Correct	Too High	0	0%
							Correct	7	41%
Below 48	Correct	0	10	Too Low	Correct 0%	59% Too Low	Too Low	10	59%
47 - up	Too High	0	8	Correct	Too High 0%	47% Correct	Too High	0	0%
							Correct	8	47%
Below 47	Correct	0	9	Too Low	Correct 0%	53% Too Low	Too Low	9	53%
46 - up	Too High	0	8	Correct	Too High 0%	47% Correct	Too High	0	0%
							Correct	8	47%
Below 46	Correct	0	9	Too Low	Correct 0%	53% Too Low	Too Low	9	53%
45 - up	Too High	0	8	Correct	Too High 0%	47% Correct	Too High	0	0%
							Correct	8	47%
Below 45	Correct	0	9	Too Low	Correct 0%	53% Too Low	Too Low	9	53%
44 - up	Too High	0	8	Correct	Too High 0%	47% Correct	Too High	0	0%
							Correct	8	47%
Below 44	Correct	0	9	Too Low	Correct 0%	53% Too Low	Too Low	9	53%
43 - up	Too High	0	9	Correct	Too High 0%	53% Correct	Too High	0	0%
							Correct	9	53%
Below 43	Correct	0	8	Too Low	Correct 0%	47% Too Low	Too Low	8	47%
42 - up	Too High	0	11	Correct	Too High 0%	65% Correct	Too High	0	0%
							Correct	11	65%
Below 42	Correct	0	6	Too Low	Correct 0%	35% Too Low	Too Low	6	35%
41 - up	Too High	0	12	Correct	Too High 0%	71% Correct	Too High	0	0%
							Correct	12	71%
Below 41	Correct	0	5	Too Low	Correct 0%	29% Too Low	Too Low	5	29%

(continued on next page)

Table 6.3 (continued)

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 412L:
Possible Decision Scores and Corresponding Accuracies of Placement
Chinese Validity Study of 1985-1986
(N = 17)

Place-ment Category	Cumulative Number of Students				Percent of Students in Each Placement Category			Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N = 0)		Satisfactory 6-14 (N = 17)		Unsatisfactory		Satisfactory	Placement Accuracy	Number of Students	% of Students
40 - up	Too High	0	12	Correct	Too High	0%	71% Correct	Too High	0	0%
								Correct	12	71%
Below 40	Correct	0	5	Too Low	Correct	0%	29% Too Low	Too Low	5	29%
39 - up	Too High	0	12	Correct	Too High	0%	71% Correct	Too High	0	0%
								Correct	12	71%
Below 39	Correct	0	5	Too Low	Correct	0%	29% Too Low	Too Low	5	29%
38 - up	Too High	0	13	Correct	Too High	0%	76% Correct	Too High	0	0%
								Correct	13	76%
Below 38	Correct	0	4	Too Low	Correct	0%	24% Too Low	Too Low	4	24%
37 - up	Too High	0	14	Correct	Too High	0%	82% Correct	Too High	0	0%
								Correct	14	82%
Below 37	Correct	0	3	Too Low	Correct	0%	18% Too Low	Too Low	3	18%
36 - up	Too High	0	15	Correct	Too High	0%	88% Correct	Too High	0	0%
								Correct	15	88%
Below 36	Correct	0	2	Too Low	Correct	0%	12% Too Low	Too Low	2	12%
35 - up	Too High	0	15	Correct	Too High	0%	88% Correct	Too High	0	0%
								Correct	15	88%
Below 35	Correct	0	2	Too Low	Correct	0%	12% Too Low	Too Low	2	12%
34 - up	Too High	0	16	Correct	Too High	0%	94% Correct	Too High	0	0%
								Correct	16	94%
Below 34	Correct	0	1	Too Low	Correct	0%	6% Too Low	Too Low	1	6%
33 - up	Too High	0	16	Correct	Too High	0%	94% Correct	Too High	0	0%
								Correct	16	94%
Below 33	Correct	0	1	Too Low	Correct	0%	6% Too Low	Too Low	1	6%
32 - up	Too High	0	16	Correct	Too High	0%	94% Correct	Too High	0	0%
								Correct	16	94%
Below 32	Correct	0	1	Too Low	Correct	0%	6% Too Low	Too Low	1	6%
31 - up	Too High	0	16	Correct	Too High	0%	94% Correct	Too High	0	0%
								Correct	16	94%
Below 31	Correct	0	1	Too Low	Correct	0%	6% Too Low	Too Low	1	6%
25 - up	Too High	0	16	Correct	Too High	0%	94% Correct	Too High	0	0%
								Correct	16	94%
Below 25	Correct	0	1	Too Low	Correct	0%	6% Too Low	Too Low	1	6%
24 - up	Too High	0	17	Correct	Too High	0%	100% Correct	Too High	0	0%
								Correct	17	100%
Below 24	Correct	0	0	Too Low	Correct	0%	0% Too Low	Too Low	0	0%

Table 6.4

End-of-Semester Total Raw Scores in Relation to Total Group Performance in Chinese 412L:
Scores Suggested by Six Guidelines for Use in Selecting Decision Scores
Chinese Validity Study of 1985-1986
(N = 17)

Guideline	Chinese 412L: Total Raw Score
1. Expected Score for students whose performance in course was just minimally satisfactory (i.e., students with preliminary grades of C-; see Expected Score row at bottom of Table 6.1).	38
2. Score for which Expected Grade was just minimally satisfactory (i.e., C-; see the bottom row of the Expected Grade column in Table 6.1). [a]	_ [a]
3. Score for which percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) were most nearly equal. (See % Too High and % Too Low values in middle columns of Table 6.3.) [b]	_ [b]
4. Score for which overall percents of errors were most nearly equal. (See % Too High and % Too Low values in last column of Table 6.3, continued.) [b]	_ [b]
5. Score that would have cut off (or held back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 6.2 for the number of students in the Unsatisfactory group and the test score that most nearly identifies that number of low-scoring students.) [b]	_ [b]
6. Score that would have maximized overall accuracy of placement. (See number Correct in next-to-last column of Table 6.3, continued.)	24

[a] In this course, Guideline 2 cannot adequately be applied because it would identify a score below the lowest possible score on the test.

[b] In this course, Guidelines 3-5 cannot adequately be applied because there were no students with Unsatisfactory scores.

administrations of the U.T. Austin Test for Credit in Chinese. For all four courses, Table 2.1 presents mean raw scores (Listening, Reading, Total), mean Preliminary Course Grades (0 - 14 scale), together with their standard deviations, and the coefficients of correlation between the Total Raw Scores and the Preliminary Course Grades (0 - 4, 0 - 14, 0 - 100 scales). Table 2.2 records the corresponding descriptive statistics for the 121 students who were classified by their instructors as non-speakers of the language, while Table 2.3 reports corresponding descriptive statistics for the 34 students who were considered by their instructors to be speakers of Chinese. (Tables A.1 - A.3 in Appendix A present the Percentage Score equivalents to the Raw Scores given in Tables 2.1 - 2.3.)

Tables 3.1 - 3.4 through Tables 6.1 - 6.4 report results of the study, by course, as outlined in the preceding section on procedure. For example, Table 3.1 presents for Chinese 506 a frequency distribution of Total Raw Scores (0 - 70) crosstabulated with 15 letter grade groups (E- through A+) and also for all 15 grade groups combined. In the lower part of the table are the number and percentage of students in each of the 15 grade groups, together with each grade group's mean Total Raw Score, the standard deviation of its Total Raw Scores, and the Expected Score determined for that grade group from the second regression equation below Table 3.1. Expected Grades, determined from the first regression equation below the table, are listed in the second column of Table 3.1, adjacent to the column of Total Raw Scores. To the lower right of Table 3.1 are cells containing the mean Preliminary Course Grade (0 - 14 scale) for the 66 students in the course, the standard deviation of those grades, and the coefficient of correlation between the Total Raw Scores and the Preliminary Course Grades. Table 3.2 shows the collapse of the 15 grade groups into two academic performance groups; only four students (6%) received unsatisfactory (E- through D+) Preliminary Course Grades, while 62 (94%) received satisfactory (C- through A+) Preliminary Course Grades. Descriptive statistics from Table 3.1 are repeated.

Table 3.3 reveals the accuracy of placement decisions, as well as the placement errors, that would have occurred if the 66 participants in the validity study had actually been placed into or out of Chinese 506 according to their actual Total Raw Scores. The number of accurate (Correct) and inaccurate (Too High, Too Low) placement decisions are shown for each of the two academic performance groups under the set of columns headed "Cumulative Number of Students." The percentages of these categories are reported in the middle set of columns, and the overall accuracy/inaccuracy of placement is disclosed in the third set of columns at the righthand side of Table 3.3. Table 3.4 lists the Total Raw Scores that are suggested by the six guidelines mentioned earlier, with a reference for each of them to those parts of Tables 3.1 - Tables 3.3 in which the decision scores may be found.

Tables 4.1 - 4.4 report results for Chinese 507 in the same format used to present the results of the Chinese 506 analyses. Likewise, Tables 5.1 - 5.4 present the data for Chinese 412K, and Tables 6.1 - 6.4 do the same for Chinese 412L.

Student performance on the 70 items, classified by course level (i.e., by semester; see Table 1), is illustrated in Table 7, which replicates a printout of one Chinese 506 section's test performance. Names and social security numbers (ID) have been removed to avoid identification of individual students. To relate the code at the top of Table 7 to the data in Table 1, read Chinese 506 for 1st Semester, Chinese 507 for 2nd Semester, Chinese 412K for 3rd Semester, and Chinese 412L for 4th Semester. The 12 columns of scores are arranged in four groupings of three scores each: for example, for Chinese 506, LS1 heads the column of Listening Raw Scores for the first semester course, RD1 heads the column of Reading Raw Scores for the first semester course, and TOT1 heads the column of Total Raw Scores for the first semester course.

Discussion

Comparison of the descriptive statistics recorded in Tables 2.1 - 2.3 for the four Chinese courses confirms some of the reasons for the faculty members' pedagogical concerns that led to their development of a placement test for lower-division courses. The group of Chinese speakers in each course (Table 2.3) made higher scores on the new placement test than did the non-Chinese groups (Table 2.2), and they received higher grades in each course than did the non-speakers of the language.

For example, those 13 students who entered Chinese 506 with some command of the language achieved a mean Total Raw Score of 50.85 (SD = 10.97) as compared to the mean Total Raw Score of 31.34 (SD = 6.82) achieved by the 53 non-speakers. Likewise, the mean Preliminary Course Grade (0 - 14) received by the 13 Chinese 506 speakers of the language was 12.69 (SD = 0.99) as compared to a mean Preliminary Course Grade (0 - 14) of 10.32 (SD = 2.92) received by the 53 non-speakers of Chinese in that course. For the total group of 66 students enrolled in Chinese 506 (Table 2.1), the mean Total Raw Score was 35.18 (SD = 11.01); the mean Preliminary Course Grade (0 - 14) for the total group was 10.79 (SD = 2.82).

A second observation about the results displayed in Table 2.1 is that the coefficients of correlation obtained in each of the first three semester levels were relatively high. In studies such as this, the coefficients typically fall within a range of .40 to .60. As indicated in Table 2.1, the coefficients of correlation for Chinese 506, Chinese 507, and Chinese 412K fall comfortably within that range in the 0 - 14 grade scale, indeed toward its mid-point or upper end. Even the correlation coefficient of .33 obtained for Chinese 412L is adequate, given the many factors affecting academic performance that may occur between a student's enrollment in the first course and his arrival at the fourth course in the lower-division sequence.

Table 7

Chinese Validity Study - Fall Semester - December 1985 19:39 Friday, January 17, 1986 6
Alpha Roster of Raw Scores
Classified by Semester

LS1 = 1st Semester Listening
LS2 = 2nd Semester Listening
LS3 = 3rd Semester Listening
LS4 = 4th Semester Listening
TOT1 = 1st Semester Total
TOT3 = 3rd Semester Total

RD1 = 1st Semester Reading
RD2 = 2nd Semester Reading
RD3 = 3rd Semester Reading
RD4 = 4th Semester Reading
TOT2 = 2nd Semester Total
TOT4 = 4th Semester Total

Batch = 2

OBS	BATCH	NAME	ID	LS1	RD1	TOT1	LS2	RD2	TOT2	LS3	RD3	TOT3	LS4	RD4	TOT4
15	2			4	12	16	3	4	7	1	2	3	3	3	6
16	2			4	11	15	2	4	6	0	3	3	2	3	5
17	2			4	5	9	2	5	7	0	3	3	2	5	7
18	2			5	14	19	5	10	15	3	8	11	6	16	22
19	2			5	12	17	5	1	6	1	1	2	5	6	11
20	2			5	14	19	3	6	9	2	2	4	4	5	9
21	2			5	11	16	4	3	7	3	4	7	7	6	13
22	2			2	5	7	2	3	5	1	1	2	2	3	5
23	2			3	11	14	1	1	2	1	2	3	1	4	5
24	2			4	14	18	2	5	7	0	1	1	3	4	7
25	2			5	14	19	3	7	10	3	6	9	7	13	20
26	2			5	12	17	2	4	6	1	1	2	1	3	4
27	2			4	14	18	4	9	13	3	8	11	6	11	17
28	2			5	14	19	5	9	14	3	8	11	5	11	16
29	2			3	8	11	2	2	4	2	2	4	5	3	8
30	2			3	14	17	1	3	4	0	3	3	1	6	7
31	2			4	14	18	2	3	5	0	4	4	2	2	4
32	2			4	13	17	4	3	7	1	2	3	2	5	7
33	2			5	13	18	3	4	7	2	0	2	3	4	7
34	2			5	14	19	4	3	7	2	3	5	6	4	10
35	2			5	12	17	1	3	4	0	1	1	3	0	3
36	2			4	11	15	2	4	6	0	5	5	4	3	7
37	2			5	14	19	3	6	9	2	0	2	1	3	4
38	2			5	14	19	2	6	8	0	1	1	2	4	6

A third observation about the results disclosed in Tables 2.1 - 2.3 is that there is an upward progression of mean test scores from the first semester (Level I) to the second semester (Level II) and from the third semester (Level III) to the fourth semester (Level IV); however, there is a clear discontinuity between the mean scores at Levels II and III.

For example, the 21 students at Level III (Chinese 412K) performed less well on the test than did the 51 students at Level II (Chinese 507) by 3.49 points, as measured by their mean Total Raw Scores (Table 2.1). A similar pattern may be observed among both the non-speakers of Chinese (Table 2.2) and the Chinese speakers (Table 2.3). Although these results were unusual and unexpected, an analysis performed by the coordinator of the Level III and Level IV courses revealed certain discernible reasons for the lack of progression from Level II to Level III for the 35 students from the first Chinese 507 group (Spring 1985) who continued on into both Chinese 412K and 412L (N = 9) or into Chinese 412K only (N = 15) or into Chinese 412L only (N = 11). In summary, the results of her analysis indicated that students in the first Level II course (Spring 1985) who continued on to Levels III/IV were quite possibly below-average students in terms of academic performance; an additional finding was that several of the brightest students in the Spring 1985 Chinese 507 group did not take the placement test in subsequent semesters.

Recommendations and Decisions

In using student performance on the placement test as 5% of the final examination grade, the instructors chose to rely upon the number of correct responses to the items classified as appropriate for that course level (Table 7). For example, for Chinese 506 the faculty members used only the 19 items included in the Total Raw Score for Semester 1 (TOT1); for Chinese 507, they used both the 19 TOT1 items and the 15 items listed under Total Raw Scores for Semester 2 (TOT2), or 34 items. A similar decision was made for evaluating student performance for Chinese 412K: TOT1 (N = 19) plus TOT2 (N = 15) plus TOT3 (N = 13), a decision that held those students responsible for a total of 47 items. Similarly, all 70 items were considered to be appropriate for students in Chinese 412L.

For decision scores to be used in the future to place students appropriately in lower-division courses, however, faculty members decided that placement decisions should be based on the number of correct responses made by each student to all 70 items on the test. After review of Tables 2.1 - 2.3 and discussion of their implications, attention was focused upon Tables 3.1 - 3.4 through 6.1 - 6.4, in particular upon the Expected Scores and the Expected Grades for each course (see first table in each set), the accuracy of placement percentages presented in the third table in each set, and the scores suggested by the guidelines of the fourth table in each set. Because the results of these latter analyses in most instances suggested decision scores

deemed too low by the faculty members, greater reliance was placed upon the data presented in Tables 2.1 - 2.3 and upon the implications that could be drawn from the scores reported in Table 7 and similar tables for each course.

Figure 1 shows both the decision scores recommended by MEC staff members and the decision scores chosen by the faculty members. The decision scores selected by the department were two to three points higher than those recommended by the MEC. Based upon their classroom experience with both Chinese and non-Chinese speakers and upon the presence of a significant number of Chinese speakers in the sample studied by the MEC, the faculty members concluded that the higher set of decision scores would be more helpful in their

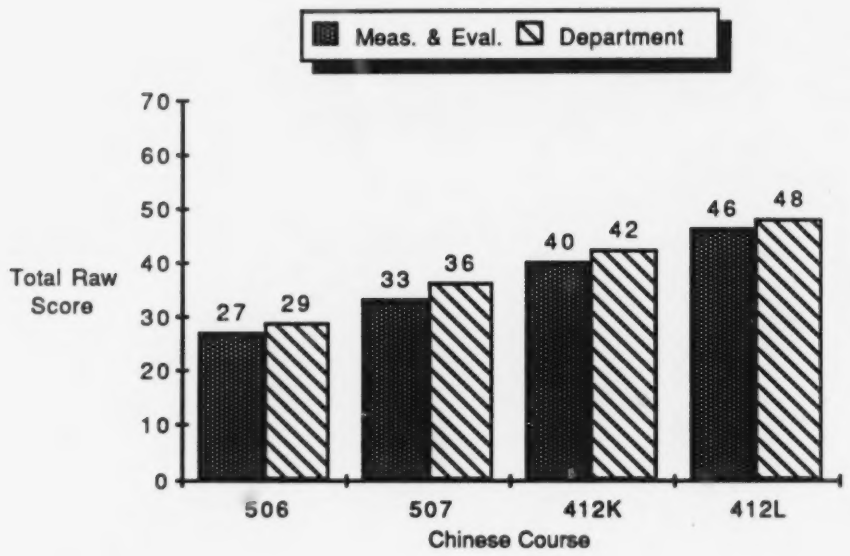

Figure 1. Upon completion of the 1985-1986 Chinese Validity Study, the Measurement and Evaluation Center recommended to the Department of Oriental and African Languages the set of decision scores shown to the left (above). The faculty members chose the set of decision scores to the right for awarding credit by examination in each of the four lower division courses.

attempts to achieve more effective placement of all students, both the Chinese speakers and those without prior fluency in the language. For credit by examination with the letter grade of C, therefore, the faculty members chose decision scores of 29 for credit in Chinese 506, 36 for credit in Chinese 507, 42 for credit in Chinese 412K, and 48 for credit in Chinese 412L.

Shortly thereafter, in consultation with the faculty members, MEC prepared Table 8 to outline the full set of test scores that would entitle successful students to credit by examination with letter grades of C, B, and A in as few as one or as many as four of the lower-division Chinese courses. The new placement test was first administered by the MEC for course placement and credit by examination during the pre-fall semester testing period of 1986.

Table 8

Placement System for Scores Received by the Measurement and Evaluation Center After June 1, 1986, for the U.T. Austin Test for Credit in Chinese The University of Texas at Austin

Score	Credit and Grade				Register for
	506	507	412K	412L	
54-70	A	A	A	A	Upper Division Course
51-53	A	A	A	B	Upper Division Course
48-50	A	A	B	C	Upper Division Course
42-47	A	B	C		Chinese 412L
36-41	B	C			Chinese 412K
29-35	C				Chinese 507
0-28	No Credit				Chinese 506

Note. The Department of Oriental and African Languages and Literatures strongly recommends that students placing out of a lower-division Chinese course and wishing to go on to the next level do so only if they obtain a grade of B or better.

At the request of the department, 28 eligible Chinese 507 study participants were awarded credit by examination for one or two subsequent courses on the basis of their test scores from the May, 1986, administrations. Fourteen students with Total Raw Scores in the range of 42 through 47 were eligible for credit by examination in Chinese 412K with a grade of C, and 14 students with Total Raw Scores ranging from 48 through 69 were eligible for credit by examination in both Chinese 412K and Chinese 412L, with grades varying from C through A according to their scores' relationship to the classifications shown in Table 9. (For a detailed explanation of the placement program in lower-division Chinese instruction, see Appendix E.)

Addendum

Subsequently, MEC performed additional analyses of the data contained in Table 7 and similar tables. Tables B.1 - B.4 (see Appendix B) report the Listening, Reading, and Total Raw Scores and their standard deviations, by course and by section, according to the four-semester classification of the 70 items on the placement test. Table B.5 summarizes the data by course; it also reveals a similarity in the percentages of Chinese-speaking students enrolled in each of the four courses: for Chinese 507, 412K, and 412L, the percentages were 24%, with a somewhat lower percentage of 20% for Chinese 506. In addition, like Table 2.1, Table B.5 shows the same pattern of upward progression in mean test scores from the first course through the fourth, except at the interval between Level II (Chinese 507) and Level III (Chinese 412K).

This latter phenomenon was further explored by MEC prior to completion of this report. Three questions were posed to test the hypothesis that students who took Chinese 412K in the fall semester of 1985 (Group 1: Students who took Chinese 507 at the end of the spring semester of 1985) were academically weaker students than those who took Chinese 412K at the end of the spring semester of 1986 (Group 2: Students who took Chinese 507 in the fall semester of 1985).

To compare the academic performance of the two groups, the first set of analyses compared mean Total Raw Scores and mean Preliminary Course Grades of all students in Group 1 and Group 2, and then the same variables were compared separately for the two subgroups, Chinese speakers and non-Chinese speakers. The results of these analyses indicated that the students in Group 1 did, in fact, perform less well on the total test and in Chinese 507, both in terms of the total groups and of the two language subgroups. (See Tables D.1.1 and D.1.2.) For example, the mean Total Raw Score for Group 1 (42.59) was 2.23 points lower than the mean Total Raw Score for Group 2 (44.82). Similarly, the mean Preliminary Course Grade of Group 1 students (10.93) was 0.58 lower than that of Group 2 students (11.51). As might be expected, in both groups the Chinese speakers made higher Total Raw Scores and higher Preliminary Course Grades than did the non-Chinese speakers.

A second set of analyses addressed the question of the academic abilities of Group 1's 44 students relative to their enrollment or non-enrollment in Chinese 412K in the fall of 1985: Did the weaker students in Chinese 507 elect to enroll in Chinese 412K, while the stronger students chose to skip Chinese 412K? The results of this set of analyses yielded an affirmative answer, as shown in Tables D.2.1 - D.2.3. The mean Total Raw Score (39.87) of Group 1A (the 15 students who enrolled in Chinese 412K in the fall of 1985) was 4.13 points lower than the mean Total Raw Score (44.00) of Group 1B (the 29 students who did not take Chinese in the fall of 1985). The mean Preliminary Course Grade (9.73) of Group 1A was 1.82 points lower than the mean Preliminary Course Grade (11.55) of Group 1B. The analyses of the same variables for the two subgroups indicated that the Chinese speakers again outperformed the non-Chinese speakers in both cases.

The third question posed was the following: For students who completed part or all of the regular sequence of lower-division courses, was there a steady increase in Total Raw Scores and in Preliminary Course Grades? The third set of analyses attempted to measure both score and grade gains for two subgroups of students from Group 1: the 15 students who completed only part of the sequence (Chinese 507 and 412K) and the 9 students who completed the regular sequence (Chinese 507, 412K, 412L).[1] In Tables D.3.1 and D.3.3, score and grade gains are reported for individual students, by total group and by the two language subgroups, in three categories: Score/grade gain (Increased), score/grade maintenance (Same), and score/grade loss (Decreased). In Tables D.3.2 and D.3.4, gains and losses are reported for mean Total Raw Scores and mean Preliminary Course Grades for the two groups and the language subgroups.

Inspection of individual scores and grades for the 15 students who completed Chinese 507 and 412K indicates that 10 (67%) students improved their scores on the total test from one administration to the next, while 2 (13%) maintained the same score and 3 (20%) experienced a decrease in Total Raw Scores. Meanwhile, 8 (53%) students were assigned higher preliminary grades in Chinese 412K than in Chinese 507, 4 (27%) were given the same Preliminary Course Grades, and 3 (20%) were assigned lower Preliminary Course Grades in the second course in this analysis. (See Table D.3.1.) For the same subgroup of Group 1, Table D.3.2 records a 2.20 gain in mean Total Raw Scores for the 15 students from one semester to the next and a gain of 0.80 in mean Preliminary Course Grades.

For the 9 students who completed the regular sequence, Table D.3.3 reports increased Total Raw Scores for 8 (89%) students and a decrease for 1 (11%) student as they were tested at the end of the two courses analyzed here. From Chinese 412K to 412L, only 5 (56%) improved their scores, one (11%) made the same score, and 3 (33%) made lower scores. This table also shows that 4 (44%) students were assigned higher grades in Chinese 412K than in Chinese 507, 3 (33%) received the same Preliminary Course Grades, and 2 (22%) were given lower grades; at the end of Chinese 412L,

[1] For these analyses, it was assumed that students in Group 1 had taken the first course in the regular sequence (Chinese 506) prior to Chinese 507.

however, only 1 (11%) student was given a higher Preliminary Course Grade than in Chinese 412K, one (11%) received the same Preliminary Course Grade, and 7 (78%) were assigned lower Preliminary Course Grades than in the preceding course.

Table D.3.4 shows mean Total Raw Score gains of 3.11 and 1.66 as the 9 students moved from Chinese 507 to 412K and from Chinese 412K to 412L, respectively. A 0.23 gain in Preliminary Course Grades may be observed at the end of Chinese 412K, but there was a decline of 1.23 in Preliminary Course Grades as the 9 students went from Chinese 412K to 412L.

The results obtained by these three sets of analyses appear to confirm the hypothesis of the coordinator of Level III (Chinese 412K) and Level IV (Chinese 412L) courses that students in Group 1 (those who took Chinese 507 in the spring of 1985) were a below-average group of students in terms of academic performance, at least when compared to the students in Group 2 (those who took Chinese 507 in the fall of 1985). Thus, her study of the two groups of students and the MEC analyses may well provide evidence to explain the lack of upward progression of Total Raw Scores between Level II and Level III. (See Table 2.1.)

APPENDIX

Appendices

Appendix A: Descriptive Statistics Based on Percentage Scores on the U.T. Austin Test for Credit in Chinese: Tables A.1 - A.3

Appendix B: Mean Raw Scores, by Section and by Course, According to the Four-Semester Classification Items Recorded in Table 7: Tables B.1 - B.5

Appendix C: Results of the Spring 1985 Administration: Tables C.1 - C.4

Appendix D: Results of Three Analyses of Two Groups of Chinese 507 (Spring 1985) Students: Tables D.1.1 - D.3.4

Appendix E: Placement and Credit by Examination in Chinese: A Handout for Students, 1986-1987

Appendix A

Descriptive Statistics Based on Percentage Scores on the U.T. Austin Test for Credit in Chinese: Tables A.1 - A.3

Table A.1

Mean Percentage Scores and Mean Preliminary Course Grades, Their Standard Deviations, and the Coefficients of Correlation on The U.T. Austin Test for Credit in Chinese
Chinese Validity Study, Fall 1985 and Spring 1986
Total Groups
(N = 155)

Level of Instruction	Course	N	Listening Percentage Score (0 - 20)		Reading Percentage Score (0 - 50)		Total Percentage Score (0 - 70)		Preliminary Course Grade F- through A+ (0 - 14)		Coefficient of Correlation (Total Percentage Score and Preliminary Course Grade)		
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	0 - 4 Grade Scale	0 - 14 Grade Scale	0 - 100 Grade Scale
IV	412L	17	68.24	17.48	64.94	17.49	65.82	16.27	10.82	2.20	.27	.33	.32
III	412K	21	63.33	18.47	57.33	18.51	58.25	16.60	10.81	2.11	.53	.58	.60
II	507	51	68.14	18.71	62.39	13.82	64.04	13.97	11.51	1.91	.38	.47	.48
I	506	66	55.68	20.28	48.09	15.40	50.24	15.77	10.79	2.82	.52	.56	.57

Table A.2

Mean Percentage Scores and Mean Preliminary Course Grades, Their Standard Deviations, and the Coefficients of Correlation on The U.T. Austin Test for Credit in Chinese
Chinese Validity Study, Fall 1985 and Spring 1986
Non-Chinese Speakers
(N = 121)

Level of Instruction	Course	N	Listening Percentage Score (0 - 20)		Reading Percentage Score (0 - 50)		Total Percentage Score (0 - 70)		Preliminary Course Grade F- through A+ (0 - 14)		Coefficient of Correlation (Total Percentage Score and Preliminary Course Grade)		
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	0 - 4 Grade Scale	0 - 14 Grade Scale	0 - 100 Grade Scale
IV	412L	13	62.69	15.64	56.77	10.42	58.38	10.00	10.46	2.37	.09	.21	.20
III	412K	16	56.88	15.40	55.00	17.55	55.50	15.56	10.69	2.17	.45	.51	.52
II	507	39	62.44	16.09	57.08	7.70	58.62	8.25	11.23	1.94	.58	.63	.63
I	506	53	49.06	15.66	43.06	9.28	44.75	9.79	10.32	2.92	.56	.56	.55

Table A.3

Mean Percentage Scores and Mean Preliminary Course Grades, Their Standard Deviations, and the Coefficients of Correlation on The U.T. Austin Test for Credit in Chinese
Chinese Validity Study, Fall 1985 and Spring 1986
Chinese Speakers
(N = 34)

Level of Instruction	Course	N	Listening Percentage Score (0 - 20)		Reading Percentage Score (0 - 50)		Total Percentage Score (0 - 70)		Preliminary Course Grade F- through A+ (0 - 14)		Coefficient of Correlation (Total Percentage Score and Preliminary Course Grade)		
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	0 - 4 Grade Scale	0 - 14 Grade Scale	0 - 100 Grade Scale
IV	412L	4	86.25	8.93	91.50	4.97	90.00	5.92	12.00	0.71	-.29	-.72	-.72
III	412K	5	84.00	10.68	64.80	19.50	70.20	14.41	11.20	1.83	.83	.91	.94
II	507	12	86.67	14.04	79.67	15.14	81.67	14.19	12.42	1.50	-.12	-.01	-.02
I	506	13	82.69	13.39	68.62	18.13	72.62	15.76	12.69	0.99	.45	.63	.62

Appendix B

Mean Raw Scores, By Section and by Course, According to the
Four-Semester Classification of Items Recorded in
Table 7: Tables B.1 - B.5

Table B.1

Mean Raw Scores in Chinese 506, by Section and by Course, According to Classification of Items by Semester: At Level I, Performance on First Semester Items and on Total Test (N = 66)

				Mean Raw Scores					
		Chinese		Level I: One Semester			Total: Four Semesters		
	Total	Speakers		L	R	T	L	R	T
Section	N	N	%	(5)	(14)	(19)	(20)	(50)	(70)
1	24	7	29%	4.3	12.1	16.4	11.8	24.8	36.7[a]
2	14	3	21%	4.4	13.1	17.5	13.3	28.4	41.6[a]
3	13	1	8%	4.2	11.9	16.1	8.8	21.1	29.9
4	15	2	13%	4.2	12.1	16.3	10.1	21.3	31.4
Course	66	13	20%	4.3	12.3	16.5[a]	11.1	24.1	35.2

[a] Because of rounding error, this figure differs by 0.1 from the sum of the two preceding mean values.

Table B.2

Mean Raw Scores in Chinese 507, by Section and by Course, According to Classification of Items by Semester: At Level II, Performance on First and Second Semester Items and on Total Test (N = 51)

				Mean Raw Scores					
		Chinese		Level II: Two Semesters			Total: Four Semesters		
	Total	Speakers		L	R	T	L	R	T
Section	N	N	%	(10)	(24)	(34)	(20)	(50)	(70)
1	13	3	23%	8.5	20.6	29.2[a]	14.0	30.7	44.7
2	12	1	8%	8.3	21.8	30.0[a]	11.8	29.2	41.0
3	16	7	44%	9.1	22.8	31.9	14.4	33.3	47.8[a]
4	10	1	10%	8.8	22.4	31.2	14.0	30.9	44.9
Course	51	12	24%	8.7	21.9	30.6	13.6	31.2	44.8

[a] Because of rounding error, this figure differs by 0.1 from the sum of the two preceding mean values.

Table B.3

Mean Raw Scores in Chinese 412K, by Section and by Course, According to Classification of Items by Semester: At Level III, Performance on Items From First Three Semesters and on Total Test
(N = 21)

				Mean Raw Scores					
		Chinese		Level III: One Semester			Total: Four Semesters		
	Total	Speakers		L	R	T	L	R	T
Section	N	N	%	(13)	(34)	(47)	(20)	(50)	(70)
1	14	2	14%	9.4	24.9	34.4[a]	13.0	30.0	43.0
2	7	3	43%	9.3	21.3	30.6	12.0	26.0	38.0
Course	21	5	24%	9.4	23.7	33.1	12.7	28.7	41.3[a]

[a] Because of rounding error, this figure differs by 0.1 from the sum of the two preceding mean values.

Table B.4

Mean Raw Scores in Chinese 412L, by Section and by Course, According to Classification of Items by Semester: At Level IV, Performance on Items From All Four Semesters (Total Test)
(N = 17)

				Mean Raw Scores		
		Chinese		Level IV: Four Semesters (Total Test)		
	Total	Speakers		L	R	T
Section	N	N	%	(20)	(50)	(70)
1	10	2	20%	15.0	34.0	49.0
2	7	2	29%	11.7	30.3	42.0
Course	17	4	24%	13.7	32.5	46.1[a]

[a] Because of rounding error, this figure differs by 0.1 from the sum of the two preceding mean values.

Table B.5

Mean Raw Scores, by Course, According to Classification of Items by Semester: For All Four Levels, Performance on Total Test (N = 155)

Course	Total N	Chinese Speakers N	%	Grand Total Mean Scores L (20)	R (50)	T (70)
412L	17	4	24%	13.7	32.5	46.1[a]
412K	21	5	24%	12.7	28.7	41.3[a]
507	51	12	24%	13.6	31.2	44.8
506	66	13	20%	11.1	24.1	35.2

[a] Because of rounding error, this figure differs by 0.1 from the sum of the two preceding mean values.

Appendix C

Results of the 1985 Spring Administration: Tables C.1 - C.4

Table C.1

Mean Raw Scores and Mean Preliminary Course Grades, Their Standard Deviations, and the Coefficients of Correlation on The U.T. Austin Test for Credit in Chinese
Chinese Validity Study, Spring 1985
(N = 56)

Level of Instruction	Course	N	Listening Raw Score (0 - 20)		Reading Raw Score (0 - 50)		Total Raw Score (0 - 70)		Preliminary Course Grade F- through A+ (0 - 14)		Coefficient of Correlation (Total Raw Score and Preliminary Course Grade)		
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	0 - 4 Grade Scale	0 - 14 Grade Scale	0 - 100 Grade Scale
IV	412L	12	13.58	4.63	38.33	6.17	51.92	9.73	10.83	3.08	.66	.81	.82
II	507	44	13.02	3.93	29.57	7.46	42.59	10.31	10.91	2.49	.51	.51	.55

Table C.2

Mean Raw Scores and Mean Preliminary Course Grades, Their Standard Deviations, and the Coefficients of Correlation on The U.T. Austin Test for Credit in Chinese Analyzed by Language Proficiency Groups, by Course
Chinese Validity Study, Spring 1985
(N = 56)

Level of Instruction	Course	Language Proficiency Groups	N	Listening Raw Score (0 - 20)		Reading Raw Score (0 - 50)		Total Raw Score (0 - 70)		Preliminary Course Grade F- through A+ (0 - 14)		Coefficient of Correlation (Total Raw Score and Preliminary Course Grade)		
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	0 - 4 Grade Scale	0 - 14 Grade Scale	0 - 100 Grade Scale
IV	412L	Group 4: Speakers of Chinese	2	18.00	1.00	46.00	2.00	64.00	1.00	12.50	1.50	1.00	1.00	1.00
		Group 3: Non-Speakers of Chinese	10	12.70	4.56	36.80	5.55	49.50	8.86	10.50	3.20	.75	.85	.86
II	507	Group 2: Speakers of Chinese	15	15.60	3.14	35.20	7.01	50.80	8.67	12.13	1.15	-.54	-.64	-.53
		Group 1: Non-Speakers of Chinese	29	11.69	3.63	26.66	5.84	38.34	8.33	10.28	2.75	.66	.66	.67

Table C.3

Mean Percentage Scores and Mean Preliminary Course Grades, Their Standard Deviations, and the Coefficients of Correlation on The U.T. Austin Test for Credit in Chinese
Chinese Validity Study, Spring 1985
(N = 56)

Level of Instruction	Course	N	Listening Percentage Score (0 - 20)		Reading Percentage Score (0 - 50)		Total Percentage Score (0 - 70)		Preliminary Course Grade F- through A+ (0 - 14)		Coefficient of Correlation (Total Percentage Score and Preliminary Course Grade)		
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	0 - 4 Grade Scale	0 - 14 Grade Scale	0 - 100 Grade Scale
IV	412L	12	67.92	23.14	76.67	12.34	74.17	13.93	10.83	3.08	.67	.81	.82
II	507	44	65.11	19.67	59.14	14.92	60.80	14.73	10.91	2.49	.51	.51	.55

Table C.4

Mean Percentage Scores and Mean Preliminary Course Grades, Their Standard Deviations, and the Coefficients of Correlation on The U.T. Austin Test for Credit in Chinese Analyzed by Language Proficiency Groups, by Course Chinese Validity Study, Spring 1985 (N = 56)

Level of Instruction	Course	Language Proficiency Groups	N	Listening Percentage Score (0 - 20)		Reading Percentage Score (0 - 50)		Total Percentage Score (0 - 70)		Preliminary Course Grade F- through A+ (0 - 14)		Coefficient of Correlation (Total Percentage Score and Preliminary Course Grade)		
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	0 - 4 Grade Scale	0 - 14 Grade Scale	0 - 100 Grade Scale
IV	412L	Group 4: Speakers of Chinese	2	90.00	5.00	92.00	4.00	91.50	1.50	12.50	1.50	1.00	1.00	1.00
		Group 3: Non-Speakers of Chinese	10	63.50	22.81	73.60	11.09	70.70	12.67	10.50	3.20	.76	.85	.86
II	507	Group 2: Speakers of Chinese	15	78.00	15.68	70.40	14.01	72.53	12.38	12.13	1.15	-.52	-.63	-.53
		Group 1: Non-Speakers of Chinese	29	58.45	18.15	53.31	11.69	54.72	11.90	10.28	2.75	.66	.66	.67

Appendix D

Results of Three Analyses of Two Groups of Chinese 507 (Spring 1985) Students: Tables D.1.1 - D.3.4

Question 1: Were students in Group 1 (507, Spring 1985) weaker students than those in Group 5 (507, Spring 1986)? Yes

Table D.1.1

Group	N	Mean Score	SD	Chinese 507 Mean Preliminary Course Grade (0 - 14)	SD
Group 1 (507 Spring, 1985)	44	42.59	10.4	10.93	2.5
Group 5 (507, Spring, 1986)	51	44.82	9.9	11.51	1.9

Table D.1.2

Groups 1 and 5: Chinese Speakers vs. Non-Chinese Speakers

Group	N	Mean Score	SD	Chinese 507 Mean Preliminary Course Grade (0 - 14)	SD
Group 1-Chinese (507, Spring, 1985)	15	50.8	9.0	12.20	1.2
Group 1-Non-Chinese (507, Spring, 1985)	29	38.34	8.5	10.28	2.8
Group 5-Chinese (507, Spring, 1986)	12	56.33	11.6	12.17	1.7
Group 5-Non-Chinese (507, Spring, 1986)	39	41.28	5.9	11.31	2.0

Question 2: Do weaker Chinese 507 students take Chinese 412K? Yes
Do stronger Chinese 507 students skip Chinese 412K? Yes

Table D.2.1

Group	N	Mean Score	SD	Chinese 507 Mean Preliminary Course Grade (0 - 14)	SD
Group 1A (Took 412K)	15	39.87	10.7	9.73	3.0
Group 1B (Skipped 412K)	29	44.00	10.2	11.55	2.1

Table D.2.2
Group 1A (N = 15) Took Chinese 412K after Chinese 507:
Chinese Speakers vs. Non-Chinese Speakers

Group (507-412K)	N	Mean Score	SD	Chinese 507 Mean Preliminary Course Grade (0 - 14)	SD
Group 1A-Chinese	4	52.50	10.3	12.00	1.4
Group 1A-Non-Chinese	11	35.27	6.5	8.91	3.0

Table D.2.3
Group 1B (N=29) Did not take Chinese 412K after Chinese 507:
Chinese Speakers vs. Non-Chinese Speakers

Group (507-?)	N	Mean Score	SD	Chinese 507 Mean Preliminary Course Grade (0 - 14)	SD
Group 1B-Chinese	11	50.18	8.9	12.27	1.2
Group 1B-Non-Chinese	18	40.22	9.2	11.11	2.4

Question 3a: For students who took the partial sequence (Chinese 507 - Chinese 412K), was there a steady increase in scores? For 67%, yes.

Table D.3.1

Students Who Took the Partial Sequence
(Chinese 507 - Chinese 412K)

Group 1 (Chinese 507, Spring 1985)	Chinese 507-Chinese 412K Test Scores N	%	Preliminary Course Grades (0 - 14) N	%
Total Group (N = 15)				
Increased	10	67%	8	53%
Same	2	13%	4	27%
Decreased	3	20%	3	20%
Chinese Speakers (N = 4)				
Increased	2	50%	1	25%
Same	1	25%	3	75%
Decreased	1	25%	0	0%
Non-Chinese Speakers (N = 11)				
Increased	8	73%	7	64%
Same	1	9%	1	9%
Decreased	2	18%	3	27%

Table D.3.2

Mean Scores on Total Test and Mean Preliminary Course Grades of Students in Group 1 Who Took the Partial Sequence (Chinese 507-412K) and Score/Grade Gain or Loss
Chinese Validity Study 1985-1986
(N = 15)

		Students Who Took Partial Sequence (Chinese 507 - Chinese 412K)					
		Mean Test Scores			Mean Preliminary Course Grades (0 - 14)		
Group 1 (Chinese 507 Spring 1985)	N	Chinese 507	Chinese 412K	Score Gain	Chinese 507	Chinese 412K	Grade Gain
Total Group	15	39.87	42.07	2.20	9.73	10.53	0.80
Chinese	4	52.50	55.50	3.00	12.00	12.75	0.75
Non-Chinese	11	35.27	37.18	1.91	8.91	9.73	0.82

Table D.3.3

Question 3b: For students who completed the regular sequence (507 - 412K - 412L), was there a steady increase in scores? (N=9)
From 507 - 412K = Yes,8 (89%). From 412K - 412L = Yes, 5 (56%)

	Test Scores				Preliminary Course Grades (0 - 14)			
Group 1	Chinese		Chinese		Chinese		Chinese	
(Chinese 507,	507-412K		412K-412L		507-412K		412K-412L	
Spring 1985)	N	%	N	%	N	%	N	%
Total Group (N = 9)								
Increased	8	89%	5	56%	4	44%	1	11%
Same	0	0%	1	11%	3	33%	1	11%
Decreased	1	11%	3	33%	2	22%	7	78%
Chinese Speakers (N = 2)								
Increased	1	50%	1	50%	0	0%	0	0%
Same	0	0%	0	0%	2	100%	1	50%
Decreased	1	50%	1	50%	0	0%	1	50%
Non-Chinese Speakers (N = 7)								
Increased	7	100%	4	57%	4	57%	1	14%
Same	0	0%	1	14%	1	14%	0	0%
Decreased	0	0%	2	29%	2	29%	6	86%

Table D.3.4

Mean Scores on Total Test and Mean Preliminary Course Grades of Students in Group 1 Who Completed the Regular Sequence (Chinese 507-412K-412L) and Scores/Grade Gain or Loss
Chinese Validity Study 1985-1986
(N = 9)

Group 1 (Chinese 507, Spring 1985)	N	Students Who Completed Regular Sequence (Chinese 507-Chinese 412K-Chinese 412L)									
		Mean Test Scores					Mean Preliminary Course Grades				
		Chinese 507	Chinese 412K	Chinese 412L	Score Gain		Chinese 507	Chinese 412K	Chinese 412L	Grade Gain/Loss	
					412K	412L				412K	412L
Total Group	9	37.67	40.78	42.44	3.11	1.66	10.44	10.67	9.44	0.23	-1.23
Chinese	2	45.50	47.50	50.00	2.00	2.50	12.50	12.50	12.00	0.00	-0.50
Non-Chinese	7	35.43	38.86	40.29	3.43	1.43	9.86	10.14	8.71	0.28	-1.43

Appendix E

Placement and Credit by Examination in Chinese:
A Handout for Students, 1986-1987

The University of Texas at Austin
Measurement and Evaluation Center
2616 Wichita St., Box 7246
Austin, TX 78713, (512) 471-3032

PLACEMENT AND CREDIT BY EXAMINATION IN CHINESE

Policies for April 1986 through March 1987 Testing Periods*

U.T. Austin provides you with the opportunity to earn credit by examination. Such credit will satisfy degree requirements in the same way as credit earned by passing a course, except that it will not count as credit earned in residence. Although you may take tests before you enroll in U.T. Austin, you must be a currently or previously enrolled student in order to receive credit. Unsuccessful attempts to earn credit by examination will not become part of your official academic record.

If you have prior knowledge of Chinese and no college credit in Chinese you are required to take a placement test before enrolling in your first U.T. Austin Chinese course.

Faculty members in the Department of Oriental and African Languages and Literatures select the tests, set levels of performance required for credit, and specify who is eligible to earn credit by examination. The Measurement and Evaluation Center (MEC) assists the department by communicating policies, giving tests, and reporting credit.

TEST REQUIRED FOR PLACEMENT IN CHINESE COURSES: U.T. Austin Test for Credit in Chinese

Results of the U.T. Austin Test for Credit in Chinese are used to place students in U.T. Austin Chinese courses appropriate for their particular levels of proficiency. Test results also serve as a basis for awarding credit in one to four Chinese courses—CHI 506, 507, 412K, 412L.

The test for lower-division placement and credit in Chinese is a multiple-choice test based on the content of the textbook series Elementary Chinese Readers, Vols. 1—4 (Beijing Foreign Language Press, 1980). The test includes listening comprehension passages, spoken in Modern Standard Chinese (Mandarin), and grammar and reading comprehension passages written in simplified characters. Ability to write or speak Chinese is not tested.

STUDENTS FOR WHOM THE PLACEMENT TEST IS REQUIRED—OR APPROPRIATE

Students who have prior knowledge of Chinese (regardless of how it was acquired) and who do not have college credit in Chinese must take the U.T. Austin Test for Credit in Chinese before they can enroll in their first U.T. Austin Chinese course. The U.T. Austin Test for Credit in Chinese is offered only on the U.T. Austin campus at regularly scheduled times (see Testing Period, p. 2).

Students transferring college credit in Chinese are not required, but are strongly encouraged, to take this placement test and to use the results to help them choose their first course in Chinese at U.T. Austin. Transfer students may also use the placement test to earn additional credit in Chinese or to earn credit for lower-division courses from which they were exempted without credit at another institution. In no way will Chinese credit already earned be jeopardized by the results of a test taken subsequently.

Students who do not intend to enroll in a Chinese course but wish to attempt to earn credit by examination may also take the placement test.

ELIGIBILITY FOR CREDIT BY EXAMINATION IN CHINESE

To be eligible for credit, you must perform satisfactorily on the U.T. Austin Test for Credit in Chinese.

If you have completed a U.T Austin Chinese course and you wish to take a test to earn additional credit, then you must first obtain the written permission of the undergraduate adviser in the Department of Oriental and African Languages and Literatures. You can earn credit for only those courses for which you do not already have a passing or failing grade.

Repeating the Test: You may take The U.T. Austin Test for Credit in Chinese only once.

Testing Periods: Beginning in August, 1986 U.T. Austin will offer the U.T. Austin Test for Credit in Chinese for students and prospective students during scheduled testing periods several days before each class registration and during each Summer Orientation Session.

*April—March policies encompass registration periods for the Summer, Fall and Spring Semesters. Policies are subject to change.
MEC Revised 6/86

Test Registration: Registration consists of paying the $25.00 test fee (subject to change) at a specified time and place, usually on the day of the test or the previous day. Test schedules giving details will be available from the MEC no later than one month before the beginning of each testing period. For some testing periods, students can register in advance by mail; when advance registration is possible for a particular testing period, the schedule will give details.

Students with a significant degree of *documented* financial need are eligible for waiver of a reasonable number of test fees (contact the Office of Student Financial Aid). In order to receive test-room admission slips, students must present fee waivers at the times and place where fees are paid.

Test Results: Because tests are scored locally, results are available within a day or two, usually before students register for classes. The specific time and place is announced at the test administration.

Admission to the Test Room: When you pay your test fee, you will be given an admission slip listing your test room. You must present, at the test room a **generally accepted form of identification that includes both your signature and recognizable photograph.** Without it you will be admitted only if you submit a recognizable photograph of yourself, which will not be returned to you. You should take several sharpened No. 2 pencils to the test room; all other test materials will be provided.

LEVEL OF PERFORMANCE REQUIRED FOR CREDIT
U.T. Austin Test for Credit in Chinese

Test Scores	U.T. Austin Credit	Grades
48—70	CHI 506, 507, 412K, 412L	Grades of A, B, or C for each course are assigned on the basis of the specific score.
42—47	CHI 506, 507, 412K	
36—41	CHI 506, 507	
29—35	CHI 506	

The Department of Oriental and African Languages and Literatures strongly recommends that students placing out of a lower-division Chinese course and wishing to go on to the next level do so only if they obtain a grade of B or better.

FREQUENT QUESTIONS

Q. *What should I do if I feel that my test results place me at a course level that is "too" advanced?*

A. The primary purpose of the U.T. Austin Test for Credit in Chinese is to place students in the U.T. Austin Chinese courses that are best suited for them—neither too easy nor too difficult. If you feel that you are placed incorrectly, you should consult your instructor or an undergraduate adviser in the Department of Oriental and African Languages and Literatures.

Q. *If I earn credit by examination in Chinese must I then enroll in a U.T. Austin Chinese course in order to receive credit earned by examination?*

A. No. The credit earned by examination is yours—regardless of whether or not you enroll in subsequent Chinese courses. Many degree programs require a specified level of proficiency in at least one foreign language, so your decision about enrolling in additional courses may be influenced by your degree requirements.

CLAIMING CREDIT/PETITION FORM

No credit by examination will appear on your permanent record until you instruct the Measurement and Evaluation Center (MEC) to report it to the Registrar. To have credit reported, you must complete a form, *Petition to Record Credit by Examination,* and submit it to the MEC. For each course in which you have earned a grade, you may choose to have the credit hours reported either with the letter grade or with the symbol CR (credit only). Credit by examination accepted as "credit only" will not affect your cumulative grade point average. The petition form gives a full explanation on how to petition for credit. After credit has been reported to the Registrar, your choice, letter grade or credit only, cannot be changed.

Although you must wait to submit a petition form until after you have begun attending your first classes at U.T. Austin, you may then submit it at any time during your studies here. To have credit recorded at the end of a particular semester, you must submit your petition at least five weeks before the end of classes. Petition forms are available at the MEC and at the General Information and Referral Service Desk (ground floor of the Main Building).